

KidsFirst: Quality Counts for Kids Public Hearing
October 15, 2004
LaCrosse

NAME	PROGRAM NAME	REGULATION TYPE/AGENCY-ORGANIZATION
Dave Edie	UW-Extension, Child Care Research Partnership	Task Force Member
Mary Babula	Wisconsin Early Childhood Association	Task Force Member
Jane Robinson	The Registry	Task Force Member
M. Judy Mays	Dust 2 Dawn Child Care (licensed)	Task Force Member
Kath McGurk	DWD-Child Care Section	Task Force Staff
Anne Carmody	DHFS-Bureau of Regulation and Licensing	Task Force Staff
Jill Chase	DHFS-Bureau of Regulation and Licensing	Task Force Staff
Christine Reynolds		
Pam Boulton	UW-Milwaukee	UWM Licensed Program
Bev Kunda	DHFS –Bureau of Regulation and Licensing	Child Care Licensing
Vicky Otto	Western Wisconsin Technical College	Early Child Care Instructor
Diane Ladwig	Lutheran Hospital Child Care Center	Licensed Program
Gayle Flaig	Regis Child Development Center (licensed)	Catholic Schools Eau Claire
Julie Burhop	Regis Child Development Center (licensed)	Catholic Schools Eau Claire
Karen Notbohm	Genesis Child Development Center (licensed)	Catholic Schools Eau Claire
Annette Wilburn	Christian Love Child Care Development	Licensed Family Day Care
Linda Meinking	LaCrosse Toddler Inn Day Care (licensed)	WI Child Care Admin. Assoc.
Paula Timmerman	Southwest Technical College	Licensed Program
Jo Ellen Taylor	Southwest Technical College	Licensed Program
Emily McBee	Southwest Technical College	Licensed Program
Laurie Ann Meyer	Little Miracle Family Day Care	WI Family Child Care Assoc.
Dawn Abel	Abel's Child Care Plus	Licensed Family Day Care
Robin Mainhardt	Project Bridges Child Care Resource & Referral	Northwoods AEYC
Suzanne Brooks	Brooks Family Daycare	Licensed Family Day Care
Jamie Tranite Brassfield	Jamies Family Day Care	Licensed Family Day Care
Daine Shaver	Noel Learning Center	Licensed Program
Sharon A. Mras	Sharon's Care Centre (Accredited)	NAFCC/WFCCA/WECA/NAEYC
Peggy Haack	Cindy & Peggy's Family Child Care (WECA staff)	Licensed Family Day Care
Nancy Meyer	Family Resources	
Delechia Johnson	4C	Child Care Resource and Refer.
Terryl Wheelock	4C-Milwaukee	Child Care Resource and Refer.
Verna Drake	Westby Day Care and Learning	Licensed Program
Wendy Korth	Angel Academy	Licensed Program
Sue Schimke	Child's First	Licensed Program
Brenda Eden	Angel Academy	Licensed Program
Joanne Vander Schaaf	Moraine Park Tiny Tech	Licensed Program
Kay Stewart	Moraine Park Tiny Tech	Licensed Program
Marilyn Groneng	Moraine Park Tiny Tech	Licensed Program
Karen Homan	Karen's Day Care	Licensed Family Day Care
Kari Benish	Childrens Cottage	Licensed Program
Verna Doyle	Childrens Cottage	Licensed Program
Carolyn Thompson	DHFS –Bureau of Regulation and Licensing	Child Care Licensing
Dylan Arntzern	UW-LaCrosse Student	
Kristin Schultz	UW-LaCrosse Student	
Jenna Wolfenberg	UW-LaCrosse Student	
Dawn Joft	Dane County Parent Council	Licensed Program
Chelsey Carmody	UW-LaCrosse Student	
Pam Hau	UW-LaCrosse Student	
Pat McFarland	MATC –Milwaukee	Early Childhood Instructor

Jodi Widuch	Family Resources	Child Care Resource and Ref.
Nancy Kacynski	DHFS-Bureau of Regulation and Licensing	Child Care Licensing
Rita Miller	DHFS-Bureau of Regulation and Licensing	Child Care Licensing
Roberta Johnson	DHFS-Bureau of Regulation and Licensing	Child Care Licensing
Jill Krieger	DHFS-Bureau of Regulation and Licensing	Child Care Licensing

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Task Force Member Dave Edie provided the opening address at the October 15, 2004 LaCrosse *KidsFirst: Quality Counts for Kids* Public Hearing. Introductions were made for the Task Force Members in attendance: Dave Edie-UW-Extension Child Care Research Partnership, M. Judy Mays–Dusk 2 Dawn Licensed Child Care Program, Jane Robinson-The Registry and Mary Babula-Wisconsin Early Childhood Association.

Task Force Members provided a brief summary of the initiative. During the time period of June through September Task Force Members worked together to develop a recommendation for Governor Doyle. The Quality Rating Scale/Tiered Reimbursement Programs have been developed to:

- 1.) Identify the quality of regulated child care programs.
- 2.) Provide incentives to regulated child care programs to strive for higher quality.
- 3.) Assure that the \$300 Million annually expended for the Wisconsin Shares Child Care Subsidy Program is purchasing quality child care.

The 21 Task Force Members represent both urban and rural Wisconsin. Members represent county and tribal child care subsidy program administration. Members represent licensed group, licensed and certified family child care and Head Start. Members represent training and technical assistance organizations. Members represent the cultural and ethnic diversity found throughout Wisconsin.

Task Force Members had the opportunity to review what other states' have done when developing quality indicator rating scales and tiered reimbursement programs. State findings on the effects of statewide quality initiatives and the impact were also reviewed. Task Force Members reviewed national research on what impacts the quality of care offered to children, and reviewed multiple models of quality indicator rating scales and tiered reimbursement approaches.

Task Force Members developed a series of DRAFT recommendations for a five tier quality indicator rating scale and tiered reimbursement program. Task Force Members developed a recommendation that allowed for a wide variety of options to earn points in order for programs to receive a higher quality rating. Task Force Members want this effort to succeed and be supported by the early care and education workforce. It is important for child care providers to understand that they are part of the care and education 'system' and that they need to talk to their peers about this recommendation. Task Force Members strived to develop equivalent quality indicator rating scales for licensed group child care and family child care, while at the same time it was clearly understood by all Members that family child care is a separate care setting.

Public comment is requested regarding the *KidsFirst: Quality Counts for Kids* Quality Indicator Rating Scale/Tiered Reimbursement Program:

- 1.) Overall approach to the quality indicator rating scale and tiered reimbursement proposal.
- 2.) Specific approaches to earning points on the rating scale and the reimbursement process.
- 3.) What is liked about the *KidsFirst* Proposal?
- 4.) What is considered not reasonable or not realistic?

Written comment will also be accepted through October 26, 2004. Comment should be directed to the Wisconsin Department of Workforce Development, Child Care Section.

Name	Comment
Suzanne Brooks Brooks Family Daycare Ashwaubenon	<p>Family Child Care: Provider/Teacher Qualifications</p> <p>The provider qualification section is not cumulative and seems unfair. An Unrelated Bachelors Degree (11 points) should <u>NOT</u> receive a higher number of points as compared to a related Associate Degree (5 points) or an Associate Degree and an Infant Toddler Credential (9 points).</p> <p>A person who has spent two years getting an associate degree in Early Childhood Education has learned through hands-on, observed work, and can implement activities to promote learning in the appropriate manner for the age group they are working with. They know what is expected in each age and how to handle behaviors that may arise.</p>
Annette Wilburn Christian Love Child Care Development Milwaukee	<p>Family Child Care: Quality Rating System/Tiered Reimbursement Program</p> <p>Support for the initiative.</p> <p>The quality rating scale will work to help improve the quality of child care programs in Milwaukee. This effort is long overdue. Milwaukee has so many providers. This initiative will make a difference in the quality of care available. New child care providers coming into the field receive the same subsidy reimbursement rate as more experienced providers under the current system. This system will afford more experienced providers the opportunity to get higher reimbursement payments.</p>
Karen Holman Karen's Day Care Sturgeon Bay	<p>Family Child Care: Implementation</p> <p>Who will observe the quality of care? What standards will be used? Will the observer understand what family child care and what multi-age group care looks like?</p> <p>Will systems already existing be used – such as The Registry? The child care workforce already knows and understands The Registry, and people are already included on it.</p> <p>Who will educate parents about the program?</p> <p>Quality Rating Scale</p> <p>Experience should be counted. Many years in the field working directly with children should be worth points.</p> <p>Tiered Reimbursement</p> <p>What payment base will be used? Will unregulated providers be brought into the system? How will the base payment be set, which provider rates will it be based on?</p>
Verna Drake Westby Day Care & Learning Vernon County	<p>Licensed Group: Teacher/Director Qualifications</p> <p>Quality rating points are awarded for credit based instruction. Experience and longevity are not rewarded in the rating scale. TEACH and REWARD both promote longevity in the child care setting. Continuity in staff is a definite quality factor that many parents ask about and that I talk a great deal about when interviewing perspective parents.</p> <p>An unrelated Bachelor's degree should be worth 0-1 points. Unrelated degrees may only have a three credit class in child development or less and yet the Child Care Administrator's Credential is 18 credits that are specifically geared to child care administration.</p> <p>Environment:</p> <p>What does five fully equipped learning centers mean? We have this many learning areas, but we do not put them all out at the same time. Will there be differences for different ages served? In 20 years of experience I have never been asked about accreditation by a parent. Why will they start asking about star ratings now? Parents ask more about 'price and availability'.</p> <p>Implementation:</p> <p>Please use The Registry levels when determining education as we have this wheel already in motion and why create a new one? How do you maintain a current rating on any child care provider? Instead of this proposed system, instead focus on eliminating unregulated care, and provide affordable seminars on improving quality, provide Environmental Rating Scales and require a written quality improvement plan that is monitored by Licensing.</p>
Sue Schimke Angel Academy Rock County	<p>Licensed Group: Implementation</p> <p>How often will programs be evaluated? When will they be re-evaluated?</p> <p>Can we utilize systems already in place? (i.e. The Registry, licensing records)</p> <p>Teacher Qualifications:</p> <p>Credit (points) should be given for longevity in the field.</p>

Christine Reynolds	<p>Quality Indicator Rating Scale: Need to assure that whoever is responsible for completing the rating of an individual child care program will be clearly objective and non-biased.</p>
Linda Meinking LaCrosse Toddle Inn Day Care WCCAA	<p>Licensed Group: Teacher/Director Qualifications The costs to centers related to hiring and retaining higher degreed teachers are high. The quality indicator rating scale should include the past experience of the teacher. The rating scale should also include the non-credit based instruction (hours) that a teacher has received. Implementation: As proposed, the current funding level would continue for those programs at Tier Level three. What will happen if the Wisconsin Shares Funding Allocation is reduced?</p>
Jo Ellen Taylor SWTC Day Care Center	<p>Licensed Group – Quality Rating Scale The Southwest Wisconsin Technical College Day Care Center is a Lab School. Adult students are in the actual learning environment. How will evaluation of a Lab School take place – as this is a learning environment for students where their training is taking place on-site in the program? How will the presence of these student teachers affect the evaluation and quality rating of the program?</p>
Dawn Abel Licensed Family Child Care Door County	<p>Licensed Family - Quality Rating Scale/Tiered Reimbursement Overall, this is a good program. Likes that it is designed to include all regulated providers. Teacher qualifications: Concern over the requirement of a high school diploma or its equivalent. Suggest that Task Force Members look at ways that TEACH funds can be utilized to help individuals access technical college instruction in obtaining their GED.</p>
Laurie Ann Meyer Little Miracles Family Day Care Neenah	<p>Licensed Family: Environment/Curriculum Agreed with previous comments already mentioned. The quality indicator rating scale does not currently include the value of 'play'. Family child care provides a viable alternative to licensed group care. If lesson plans are required for family child care, it will cause family programs to become group centers. Play is developmentally appropriate for children. Teacher Qualifications: Experience and longevity need recognition on the quality indicator rating scale. An Unrelated Bachelors Degree (11 points) should <u>NOT</u> receive a higher number of points as compared to a related Associate Degree in Early Childhood (5 points).</p>
Peggy Haack Cindy & Peggy's Family Child Care Madison	<p>Quality Indicator Rating Scale: Professional Practices A work environment that provides support to the teachers in a program is an indicator of quality within a program, and is as important as the learning environment. This category should be equal in points to the Environment/Curriculum category. Teacher Qualifications: The difference in points between the Associate Degree in Early Childhood and an unrelated Bachelors degree is too much despite the research. Environment: Accreditation in this system is way over-rated. Only marks a moment in time and is an unreliable measure of quality. I have been a validator and I know that this is an imperfect system. Tiered Reimbursement: Minimally, if a program receives a higher reimbursement rate it must assess the work environment using the Model Work Standards and meet a set percentage of them, and have identified goals in this area. Minimally, the program must also have a salary scale in place. Has research been done to assure that programs who invest in reaching 5 stars are reimbursed at a high enough rate to sustain this level of quality over time?</p>
Diane Ladwig Gunderson Lutheran Child Care Center	<p>Pleased that the Governor is taking a stand for children. Licensed Group: Teacher Qualifications Although credentials are important they are not everything. I am disappointed that there is no recognition of individuals who have dedicated their lives to this field who do not have college credit. Why not give credit to those who have met minimal licensing requirements and have 15, 20 or more years in the field.</p>

Sharon A. Mras Accredited Program Stevens Point	<p>Licensed Family: Teacher Qualifications</p> <p>Longevity needs to be recognized within the quality indicator rating scale.</p> <p>Include an Associate Degree with a CDA with a set level of points.</p> <p>Some credit based coursework completed in the early 1970's is no longer accepted by institutions of higher education.</p> <p>Environment/Curriculum</p> <p>Do not "center-ize" family child care programming. Put play back into a program, not lesson plans.</p>
Kari Benish Childrens Cottage	<p>Licensed Group: Teacher Qualifications</p> <p>An Unrelated Bachelors Degree (11 points) should <u>NOT</u> receive a higher number of points as compared to a related Associate Degree in Early Childhood (5 points).</p> <p>The Quality Rating Scale needs to recognize longevity. Credits should receive points, but longevity should receive points also.</p> <p>An emphasis on credit based education and credentials causes us to forget about the care that is offered. Big hearted staff are important, and what they bring to the children.</p> <p>Credit-based learning is more expensive than non-credit opportunities.</p> <p>Will a focus on credit based instruction cause 2 and 4 hour training and workshop opportunities to be discontinued? The current workshops offered at the UW-Whitewater Conference are wonderful.</p> <p>Child care programs may become stepping stones for teachers with credit based training, who are looking to get into a public school setting.</p> <p>Many family child care providers do not remain in the field for long periods of time. The length of time a family child care provider is in the business should be addressed in the family child care model.</p> <p>Quality Rating Scale: Implementation</p> <p>How will this program be funded? Will licensing fees increase? Will the Registry fees increase?</p>
Jodi Widuch Family Resources LaCrosse	<p>Quality Indicator Rating Scale/Tiered Reimbursement</p> <p>Overall support for this initiative. Especially to help parents make good child care decisions.</p> <p>Implementation:</p> <p>One year does not seem adequate to rate all Wisconsin regulated child care programs <u>with consistency</u> across the state.</p> <p>Will family child care providers drop their regulation status because of the educational requirements of this quality initiative? The state could potentially lose low income child care slots if providers do not want to deal with the added requirements of this initiative.</p> <p>Is this initiative going to drive up the cost of child care to the point that non-subsidy families will have difficulties paying for child care?</p> <p>Tiered Reimbursement:</p> <p>Is the 30 percent reimbursement increase sufficient to cover the expenses of achieving the highest rating? (i.e. salaries for staff with Bachelor's Degrees, staff benefit, early learning environments)</p>
Karen Notbohm Genesis Child Development Center Eau Claire	<p>Licensed Group: Teacher Qualifications</p> <p>An Unrelated Bachelors Degree (11 points) should <u>NOT</u> receive a higher number of points as compared to a related Associate Degree in Early Childhood (5 points) or someone who has received the Administrator's Credential.</p> <p>The Quality Rating Scale needs to recognize longevity. Credits should receive points, but longevity should receive points also.</p> <p>Implementation:</p> <p>The Registry should continue to be utilized as the collector and assessment of education.</p> <p>Will this initiative push teachers out of programs? Concerned that some regulated providers may drop out of the system because they do not want to participate in this initiative.</p> <p>Direct support is needed to programs to help pay for teachers with higher education qualifications.</p>

Robin Mainhardt Project Bridges Child Care Resource and Referral Eagle River	<p>Quality Indicator Rating Scale: Environment</p> <p>What accreditation standards will be used? What will the cost to programs be? How can family child care absorb this cost? In the past there have been struggles associated with becoming accredited and sustaining accreditation.</p> <p>Professional Practices</p> <p>How will staff benefits be measured for family child care? How will family child care providers cover the cost of insurance and vacation benefits?</p> <p>How will the costs associated with increased standards be paid? By who?</p>
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